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ABSTRACT

This course of study for the slow-learner is intended to help the student understand his own worth and potential for growth, to improve his adjustments to his environment through better understanding and communication, and to show him the value of good work habits and participation in recreational and cultural activities. Introductory sections present objectives, tips for teachers, a time-allotment schedule, and suggested course materials. The bulk of the publication consists of eight units dealing with "Knowing Myself," "Getting the Most Out of School," "Setting the Stage for Independent Study," "Learning About Communication," "Participating in Community Life," "Developing New Concepts of Work," "Learning How to Use Leisure Time," and "Summing Up." Two special units consider the pleasures of reading a whole book, and spelling and vocabulary. A sample lesson plan for the presentation of a reading assignment is also included. (LH)

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CERTIFICATE OF ACCOMPLISHMENT

ENGLISH, FIRST LEVEL

DEPARTMENT OF CURRICULUM AND INSTRUCTION

THE BOARD OF PUBLIC EDUCATION

S. P. Marland, Jr., Superintendent

PITTSBURGH, PENNSYLVANIA

November 1967

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PREFACE

This publication is a part of the evolving design for teaching and learning that the professional staff of the Pittsburgh Public Schools is creating. In many fields we have been heavily assisted in this work by the direct involvement of our neighboring university scholars, and by the substantial investment of local and national foundation funds.

The curriculum is the central skeleton upon which the teacher builds the arrangements for learning. It gives constancy and structure to the educational process, never inhibiting or containing the freedom of the teacher to teach creatively within its framework.

Curriculum development in a good school system never stops. As our society changes, and as our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum respond. It is in this spirit that this document has been thoughtfully and conscientiously developed by our colleagues, for the good of all children and teachers in Pittsburgh. It represents the legal authority of the people through the Board of Education, in declaring what children should learn, and it represents the best judgment of our faculty in declaring the processes through which these ends are achieved.

But no curriculum guide, no matter how close to perfection it may aspire, is of any value until it is wholly possessed by all the teachers who come within its scope. Accordingly, I commend this guide to all teachers concerned, and ask that you make it a product of your own individual commitment, and contribute to its continued improvement over the years.

Superintendent of Schools

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FOREWORD

Identification of the problems of the pupils for whom this course is intended is essential for the teacher who tries to make the study of English a meaningful experience. These pupils may be intellectually limited, poorly motivated, or academically disabled by tensions or anxieties. Generally these pupils show many of the following characteristics:

- Indifference
- Slow response
- Inattentiveness
- Reading difficulties
- Difficulty in associating words and ideas
- Difficulty in seeing familiar ideas in new situations
- Poor work habits
- Attendance problems
- Poor self-image

However, these pupils:

- Have the same basic needs as the more capable or more highly motivated, but they require more understanding, patience, and imaginative teaching. Because they are easily discouraged, they need meaningful educational experiences, a sense of accomplishment, and a word of praise.
- Need instructional materials which are on a level and of a type with which the pupil has a chance of success. The teacher should choose from the material provided and search for other materials as they become available.
- Require activities that are short and varied because of a short attention span.
- Should be assigned homework only in those cases where pupils are motivated to carry on a day's activity beyond the classroom.
- Respond better to visual materials, which should be used as much as possible, and to planning and participation in projects.

The pupils' experience, however limited, should always be used. It is especially important that each pupil receive as much attention as possible.

GENERAL OBJECTIVES

- To aid the pupil understand his worth as an individual and become aware of his potential for improvement
- To help the pupil make social and emotional adjustments to school
- To improve the pupil's ability to communicate with his world
- To help the pupil gain a better understanding and appreciation of the community in which he lives
- To help the pupil become aware of the world of work and the value of good work habits
- To help the pupil understand the value of participation in recreational and cultural activities both as an individual and with a group

TIPS FOR TEACHERS

- Preview the course of study before planning your attack. Be imaginative in your approach. Just "covering the course of study" is not good procedure. Rather, the course of study should be used as a base from which the teacher can extend educational experience in a good learning climate.

- Present assignments at which the pupils can succeed and for which they can receive praise for a job well done.

- Adjust your vocabulary to the pupils; do not talk over their heads.

- Vary class activities frequently.

- Put more emphasis on oral English, both in speaking and listening. Speech must be encouraged and accepted as it comes.

- Writing should come after ideas are presented orally.

- Evaluate the pupil's work in terms of his ability and accomplishments.

- Encourage pupil participation and planning in activities however limited their experiences and capabilities may be.

- Assist pupils in organizing a notebook to be used for various activities and assignments. The notebook should be kept in the classroom and distributed when needed.

- An important part of the notebook is the "diary," which may be used in developing various classroom activities.

- Spelling should be an on-going activity incorporated into each unit and taught inductively.

- The Word Tree (see page 48) is a creative approach to vocabulary building which should arouse pupils' interest in increasing their word knowledge.

- Use *A Guide to Standard Practices in Written Work in the Pittsburgh Public Schools* for directing the pupils in written work.

- Practice verbal pattern drills to help develop a second dialect of standard speech.

- Reading materials related to each unit have been suggested from a variety of sources, most of which are available in the schools. Select stories which appeal to the interest and level of your class. Remember that many of your pupils will need to be highly motivated to read.

- Two whole books should be read during the year. This seems to be a good activity for concluding a semester's work. A choice of paperbacks is suggested in the special unit "The Pleasures of Reading a Whole Book."

- Allow the pupils to help maintain a good classroom atmosphere with attractive bulletin board and other displays.

- A classroom library supplied with books on pupil reading levels for "recreational" reading can be made very attractive on a special shelf or table. Pupils may take turns issuing books.

- Alert the pupils to the wide range of experiences available to them through the use of various media such as newspapers, magazines, radio, and television. Magazines and newspapers need to be an integral part of each unit to help the pupil be aware of his world and his part in it.

- Since pupils enjoy variety in presentation of material, the record player, tape recorder, overhead projector, films, and filmstrips will be invaluable aids in instruction.

UNIT SCHEDULE

Units	*Title*	*Time Allotment*
I	Knowing Myself	Two weeks
II	Getting the Most Out of School	Two weeks
III	Setting the Stage for Independent Study	Four weeks
IV	Learning About Communication	Six weeks
V	Participating in Community Life	Three weeks
VI	Developing New Concepts of Work	Six weeks
VII	Learning How to Use Leisure Time	Three weeks
VIII	Summing Up	Two weeks
	Special Units	
	The Pleasures of Reading a Whole Book Spelling and Vocabulary Sample Lesson Plan for Presentation of Reading Assignment	

COURSE MATERIALS

The selection and use of the materials suggested below should be discussed with and approved by the supervisor and principal. This is especially necessary since many of these books are on hand in the schools.

For the Student

Basic Materials

Clark, Esmer Knudson, and Potell, Herbert, eds., *Adventures for Today*, second edition. New York, Harcourt, Brace and World, Inc., 1962. (one set per teacher)

or

Potell, Herbert, Lovrien, Marian, and Bostwick, Prudence, eds., *Adventures for Today*, first edition. New York, Harcourt, Brace and World, Inc., 1955. (one set per teacher)

Halliburton, Warren J., and Pelkonen, Mauri E., eds., *New Worlds of Literature*. New York, Harcourt, Brace and World, Inc., 1963. (one set per teacher)

A daily newspaper (one subscription per class)

Scope, Scholastic Magazines (one set per teacher)

Reader's Digest or *Read Magazine* (one set per school)

Suggestions for Reading of Whole Books

Two books from this list will be used during the year. Each teacher should have one set.

Burnford, Sheila, *The Incredible Journey*. New York, Bantam Books, Inc.

Frank, Anne, *The Diary of a Young Girl*. New York, Pocket Books, Inc.

Gipson, Fred, *Old Yeller*. New York, Perennial Library, Harper and Row, Publishers.

Hemingway, Ernest, *The Old Man and the Sea*. New York, American R.D.M. Corporation.

Rawlings, Marjorie Kinnan, *The Yearling*. New York, Charles Scribner's Sons.

Richter, Conrad, *The Light in the Forest*. New York, Bantam Books, Inc.

Twain, Mark, *Adventures of Tom Sawyer*. New York, Dell Publishing Company.

Ware, Kay, and Sutherland, Lucille, adapters. *Greek and Roman Myths.* St. Louis, Webster Publishing Company.

Supplementary Materials

Roberts, Ralph, and Barbe, Walter, *Teen-Age Tales*, Book 4. Boston, D. C. Heath and Company, 1957. (one set per school)

Heavey, Regina, and Stewart, Harriet L., *Teen-Age Tales*, Book 5. Boston, D. C. Heath and Company, 1957. (one set per school)

Strang, Ruth, and Melnik, Amelia, *Teen-Age Tales*, Book 6. Boston, D. C. Heath and Company, 1958. (one set per school)

Gershenfeld, Howard, and Burton, Ardis E., *Stories for Teen-Agers*, Book A. New York, Globe Book Company, 1963. (one set per school)

or

Gershenfeld, Howard, *Stories for Teen-Agers*, Book B. New York, Globe Book Company, 1966. (one set per school)

For the Teacher

John, Mellie, Yates, Paulene M., and De Laney, Edward N., *The New Building Better English, 9.* Evanston, Ill., Row, Peterson and Company, 1961. (available to each teacher)

Jochen, Albert E., and Shapiro, Benjamin, *Vocational English*, Book II. New York, Globe Book Company, 1958. (one per teacher)

Kottmeyer, William, and Ware, Kay, *Basic Spelling Goals*, Books 7 and 8, Teacher's Editions. St. Louis, Webster Publishing Company, 1960. (one per teacher)

Andrews, Frank L., *Integrated Spelling.* Cambridge, Mass., Educators Publishing Service, 1960. (one copy per teacher)

Fader, Daniel N., *Hooked on Books.* New York, Berkley Publishing Corporation, 1966. (one copy per school)

Niles, Olive, and others, *Tactics in Reading.* Chicago, Scott, Foresman and Company, 1961. (available to teachers)

Riessman, Frank, and Dawkins, John, *Play It Cool in English.* Chicago, Follett Publishing Company, 1967. (one copy per school)

Tincher, Ethel, and others, *Success in Language / A*, Units 2, 3, 4, 6, 7, 8. Chicago, Follett Publishing Company, 1964. (one set per school)

Teletraining for English and Speech, a unit and a Teacher's Guide. American Telephone and Telegraph Company. (one set per school)

The Board of Education, *A Guide to Standard Practices in Written Work in the Pittsburgh Public Schools.* Pittsburgh, Pittsburgh Public Schools, 1967. (one copy per teacher)

The Board of Education, *Verbal Pattern Drills*. Pittsburgh, Pittsburgh Public Schools, 1966-67. (one copy per teacher)

The Board of Education, "The Field Trip: A Learning Resource," Curriculum Bulletin, Volume I, Number 3. Pittsburgh, Pittsburgh Public Schools, 1967. (one copy per teacher)

UNIT I. KNOWING MYSELF

(Time allotment: two weeks)

Introduction

"Knowing Myself" is the first unit because many of the pupils enrolled in this course begin the year with a background of defeat and frustration which results in a poor self-image. The purpose of this unit is to aid the pupil in developing an understanding of his worth as an individual and in becoming aware of his potential for improvement.

Intent

- To help the pupil recognize and accept his capabilities and limitations
- To help the pupil understand and respect the rights of others
- To help the pupil become aware of the image he presents to others

Areas for Study

- Taking a personal inventory
- Developing personal relationships
- Improving language skills

Suggested Readings

Adventures for Today, first edition

"Bush Boy, Poor Boy"
"Glory in Bridgeville"
"The Snob"
"The Ins and Outs"
"Reflection of Luanne"
"Diary of Anne Frank"
"An Old Story"
"When Nobody's Looking"
"Pygmalion"

Adventures for Today, second edition

"If"
"Learn to Say Good-by"
"Victory in My Hands"

New Worlds of Literature

"Chicken!"
"The Night a Sitter Stood Tall"

Teen-Age Tales, Book 5

"The Son He'd Never Met"
"Not a Child Any More"
"Glamor Comes Hard"
"Girl Shy"

Teen-Age Tales, Book 6

"Boy Bad-Man"
"Family of Five"

Scope

Reader's Digest

Procedure

1. This unit may be introduced by reading the following poem:

The Rebel*

A rose once said to a thorn,
Why in heavens were you born?
You're so ugly and so small,
Who would waste on you a call?
And the thorn replied in earnest
Ma'am I don't
Really give a damn
I just am

--Anonymous

2. The following questions may be used to initiate pupil response to the poem:

   a. Why is the thorn a rebel?
   b. What is a rebel?
   c. Are you a rebel?
   d. Who are you?

* From *Bridge Without End*, published by the House Council of East Harlem Projects House. Reprinted in *People in Poetry*, a compilation of Project English, Curriculum Development Center, Hunter College.

3. Present Words to Know and other related words. Write the words on the board. Use them in the discussion of the inventory. (See a suggested inventory at the end of the unit.)

personality	inventory	limitations
character	image	capability
respect	grooming	awareness
courtesy	behavior	habits
punctuality	responsibility	attendance

4. Present and complete a personal inventory.

5. Use written responses to note errors in structure and usage. Follow the written work with an oral discussion of the responses to the inventory. Utilize oral responses to note the nonstandard speech patterns. Use the observations to develop sentence sense.

6. Emphasize beginning and end punctuation and capitalization.

7. Use verbal pattern drills daily. A short drill on some common problems which have been observed in usage or pronunciation should be used.

8. Use basic spelling and vocabulary lessons throughout the unit. (See "A Special Unit: Spelling and Vocabulary," page 44.)

9. Plan with the pupils a notebook to be used for spelling and vocabulary, Words to Know, a diary, and other activities. Help the pupils organize their notebooks into sections for recording the different kinds of materials.

10. Continue to develop the unit with selections from Suggested Readings. (See "A Special Unit: Sample Lesson Plan for Presentation of a Reading Assignment," page 49.)

11. Develop visual perception with the use of nonverbal media.

Activities

1. Write the poem "The Rebel" on the board. Have pupils copy it in their notebooks.

2. Read and discuss the poem with the pupils using the questions suggested in Procedure 2.

3. Examine the personal inventory with the pupils and have them fill it out. Use this material to find problems in sentence sense and structure. Place examples from the pupils' inventories on the board. Help the class to find the better form of expression.

4. Develop the meaning of Words to Know. Begin the Word Tree. (See "A Special Unit: Spelling and Vocabulary," page 43.)

5. Have the pupils begin a section in their notebooks for vocabulary and spelling.

6. Discuss the problems which pupils have with dress, manners, family, friends, and teachers.

7. Have groups of pupils prepare dialogues on some questions of their choice from the problems discussed.

8. Use verbal pattern drills with pupils.

9. Discuss with the pupils the use and purpose of a diary to keep notes of activities, weather, health, hopes, disappointments, confessions, and feelings.

10. Plan with the class statements which will help them to write in their diaries. Write examples on the board such as:

    a. This week I've had fun doing _____.
    b. The worst weather of the season _____.
    c. My report cards _____.

11. Have pupils read selections from Suggested Readings.

12. Plan with the class a group discussion which tries to summarize the ideas explored in this unit. Has this unit helped them to understand themselves and others?

13. Appoint a committee to arrange a display of pictures related to the unit. Use the pictures to motivate an oral discussion. Have the pupils choose a picture about which to write a story.

14. Review with the pupils the material which they have written in their notebooks. Help them look for ways they can improve themselves.

Audio-Visual Aids

Films

Developing Your Character	SM 445.18	10 minutes
Improving Your Personality	SM 445.29	10 minutes
Appreciating Our Parents	SM 480.15	10 minutes
Are You Popular?	SM 480.8	11 minutes

Filmstrip

Who Are You?	F 45.9	37 frames

Suggested Personal Inventory

To the teacher: Make a sufficient number of copies for each class.

To the pupil: Completing the personal inventory is to help you form a clearer understanding of your own personality. Make complete sentences by filling in the blanks with words that describe your feelings.

1. Walking to school, I _____
2. Entering the first class of a day, I _____
3. To be on time is important because _____
4. Sometimes my teachers _____
5. I like to wear _____
6. I can't understand why _____
7. I get along with _____
8. At home I like to _____
9. I do not like to _____
10. I wish my parents would _____
11. On weekends I _____
12. Sometimes I am afraid _____
13. My idea of a good friend is _____
14. I get angry when _____
15. I'm at my best when _____
16. I'd read more if _____
17. I prefer people who _____
18. When I recite in class, I _____
19. I spend my money on _____
20. Sometimes I do not complete _____
21. I often worry about _____
22. When I finish school, I _____
23. What I like to do best is _____
24. In school, I have trouble with _____
25. To me homework is _____

UNIT II. GETTING THE MOST OUT OF SCHOOL

(Time allotment: two weeks)

Introduction

The word "school" for some pupils brings to mind many unpleasant experiences. It means getting up each morning and reporting to a teacher who marks them "present" or "tardy." It means attending classes they feel are not suited to their abilities. It means frustration, confusion, drudgery. This unit is structured to help bridge the gap between the pupil and the school. It is planned to help him see his own built-in success factors.

Intent

- To help the pupil bridge the gap between himself and the school
- To help the pupil make social and emotional adjustments
- To help the pupil become a responsible student
- To encourage the pupil to become aware of what the school can do for him

Areas for Study

- Learning about the physical setup of the school
- Knowing what subjects are offered in school
- Understanding and getting along with classmates and teachers
- Becoming aware of the activities available in the school
- Realizing the importance of regular attendance
- Putting language skills to work

Suggested Readings

Adventures for Today, first and second editions

"Eleven Quarterbacks"
"Glory in Bridgeville"
"The Pharmacist's Mate"
"Victory in My Hands"

New Worlds of Literature

"The First Day of School"

Stories for Teen-Agers, Book B

"Waiting for Alice"
"Mibs Man"

Scope

Reader's Digest

Read

Procedure

1. Begin the unit with "Let's talk it over. Why do you come to school?"

2. Present Words to Know. Use the following words as a basic list:

activities	counselor	gymnasium
library	teacher	committee
office	principal	self-concept
auditorium	Student Council	opinion
cafeteria		

3. Develop an understanding of the underlying purposes for remaining in school. The teacher should guide the discussion to include such topics as: "Why is it important to attend school every day?" "How will the subjects the school offers help in getting the right job?" "How will learning to get along with classmates and teachers be a steppingstone to getting along with people on the job?" Guide the pupils to think "positive" and to establish reasons for their remaining in school.

4. Plan a reading lesson to help pupils understand their feelings about school. Read "The First Day of School," *New Worlds of Literature*. Use this story to motivate a lesson on beginning and end punctuation in direct quotations.

5. Present the film *High School: Your Challenge*. Discuss the ideas gained from this viewing.

6. Plan activities to acquaint pupils with the physical setup of the school.

7. Consider writing a handbook if the school does not print one.

8. Plan a visit to the library. Make use of suggested audio-visual aids. Develop related writing activities.

9. Continue to develop the unit with stories from Suggested Readings and articles appearing currently in *Scope*, *Reader's Digest*, or *Read*.

10. Select appropriate films from suggested audio-visual aids.

11. Develop basic spelling and vocabulary lessons using the basic spelling list (see page 45) and use verbal pattern drills daily.

Activities

1. Begin a class discussion with the statement "Let's talk it over. Why do you come to school?" Discuss the pupils' responses with them.

2. Introduce Words to Know to the class. Have them add words of their own to the list. Have the class write these words in their notebooks for reference and study. Encourage the pupils to help the Word Tree grow as the unit is developed.

3. Stimulate interest in the reasons for remaining in school by having the pupils write three sentences on the topic: "What do you expect the school to do for you?" Have the pupils read aloud their sentences for class discussion. Guide the class in selecting the best sentences and copying them into their notebooks.

4. Introduce the story "The First Day of School," *New Worlds of Literature*, by asking: "How many of you remember when you first started to school?" Have the class read the story silently. (See Teacher's Edition, page 21, for further suggestions in teaching the story.)

5. This story may serve to motivate a lesson on beginning and end punctuation of direct quotations. Have pupils rewrite the dialogue using quotation marks in their writing to reinforce their punctuation skills.

6. Invite the pupils to compare the message in the film *High School: Your Challenge* with their own experiences. Does the film enable them to recognize the necessity of a high school education?

7. Take the pupils on a tour through the school to acquaint them with the physical setup of the school.

8. Divide the class into groups and assign one group to draw floor plans of the school showing locations of classrooms, the gym, library, auditorium, principal's office, counselor's office, nurse's office, and cafeteria. Another group may prepare short dramatizations on asking and giving directions for getting to the library or other locations within the building.

9. If the school publishes a handbook, study it with the class to learn what courses and activities the school offers. If the school does not publish a handbook, suggest to the class that they write one. Ask the pupils to make a list of what should be included. Divide the class into committees. Give each committee a specific assignment.

10. Show the film *Know Your Library*.

11. Discuss library etiquette with the class.

12. Prepare for the pupil an assignment to be completed in the library. Relate the assignment to the film.

13. Show the class the filmstrip *Making the Library a Learning Center*. Assign a theme on the topic "The Library Is a Jet-Liner to Far-Off Places" or "Why the Library Is a Learning Center."

14. Show the class the film *School Activities and You* to stimulate interest. Divide the class into groups to report on the following activities: the Student Council, school newspaper, yearbook, and sports. Have pupils decide on their own style for presentation.

15. Have pupils report on television programs, films, and lectures which deal with getting the most out of school.

16. Present the film *What About School Spirit?* Have the pupils see how having school spirit provides an incentive to be a part of the school.

17. Have pupils read stories from Suggested Readings and articles appearing currently in *Scope*, *Reader's Digest*, or *Read*.

18. Have pupils use the basic spelling and vocabulary lessons throughout the unit.

19. Practice with the students verbal pattern drills daily.

Audio-Visual Aids

Films

Making the Most of School	SM 443.9	10 minutes
Know Your Library	SM 482.1	10 minutes
What About School Spirit?	SM 443.2	15 minutes
High School: Your Challenge	SM 443.10	12 minutes
School Activities and You	SM 443.11	11 minutes

Filmstrips

Making the Library a Learning Center	F 82.17	43 frames
Schools of Many Lands	F 178.1	26 frames

UNIT III. SETTING THE STAGE FOR INDEPENDENT STUDY

(Time allotment: four weeks)

Introduction

The pupil who does not know how to study encounters many obstacles in the learning situation. He has a poor image of himself. He has difficulty in understanding and completing his assignments. He is often frustrated by a lack of direction and purpose. This pupil needs guidance and practice in study skills for reading, writing, speaking, and listening to develop a better concept of himself. The skills studied in this unit should be used in the development of all the units.

Intent

- To help the pupil recognize his need for developing good study habits
- To help the pupil learn to study independently and to increase his competence in the basic skills of listening, reading, writing, and speaking
- To make the pupil aware that poor grades in school may force him to take a job that does not interest him and does not assure him of a satisfying future

Areas for Study

- Developing good study habits
- Mastering basic study skills
- Understanding the assignment
- Improving language skills in listening, reading, writing, and speaking

Suggested Readings

Adventures for Today, second edition

"Study Habits"
"Fond Farewell of a Teen-Age Snack Snagger"
"The Secret of Living"
"A Shipment of Mute Fate"
"The End of the Rope"
"A Secret for Two"
"One Special for Doc"

Teen-Age Tales, Book 4

"Inside Stuff"
"The Cat Man"
"They Know Where They're Going"

Teen-Age Tales, Book 5

"Dangerous Cargo"
"Wilderness Orphan"
"The Tiger's Heart"

Teen-Age Tales, Book 6

"Twenty-Five Minutes to Live"
"Boy Bad-Man"
"The Day Helen Keller Came to Tokyo"

Teacher References

Success in Language / A, Units 2 and 7

Vocational English, Book II

Tactics in Reading

Procedure

1. This unit may be introduced in a varied number of ways, depending on pupil interest and needs. The film *Gateways to the Mind* may be used to help pupils understand how applying all their senses can help them. (Arrange to use the film in two successive periods.) Another possibility is to use the following quotation to stimulate thought:

   > "To do the best one can with what one has is the way to come to terms with life."

   Read the story from which it was taken, "The Secret of Living," in *Adventures for Today*, second edition.

2. Present Words to Know as they are needed in the development of the unit. The teacher may add to this list and to the Word Tree.

approach	directions	habits
avoid	instructions	basic
budget	attitude	skills
context	independent	comprehension
clues	relationship	interpretation
charts	maps	illustrations

3. Stress the importance of starting out on the right foot. Getting to "Know and Understand the Teacher" might be a good place to start. This type of understanding will carry over into future employer-employee relationships. Use *Vocational English*, Book II.

4. Motivate pupils to cultivate meaningful attitudes toward study using a chart (see Activity 3). Stress the importance of a proper physical environment for study.

5. Develop reading skills using SQ3R Technique (see page 14). Apply this study technique to specific assignments in reading stories from anthologies and articles from newspapers and magazines.

6. Review and extend dictionary skills. Use *Tactics in Reading* and other available sources.

7. Introduce various sources available in the library which are used for finding specific kinds of information.

8. Present the film *The Importance of Making Notes* to develop lessons on note taking and simple outlining.

9. Help the pupil to improve listening and speaking skills by using the tape recorder.

10. Begin development of the expository writing pattern. Stress the importance of the topic sentence.

11. Use dramatization to emphasize good study habits.

12. Use appropriate audio-visual materials.

13. Continue verbal pattern drills.

14. Develop spelling and vocabulary lessons.

Activities

1. After the class has seen the film *Gateways to the Mind*, have a discussion on the use of all sensory experiences as an aid to learning.

2. Have pupils read and discuss the story "The Secret of Living," *Adventures for Today*, second edition.

3. Have pupils develop a chart on good study habits using the following criteria:

   a. A quiet room or place for work
   b. Desk, or table and straight chair
   c. Avoidance of glare and eyestrain
   d. Good light (100-watt bulb)
   e. Book held at a 45° angle 14 inches from eyes
   f. Time budgeted for all assignments
   g. Most difficult job first
   h. Note taking
   i. Summary and review
   j. Completion of all assignments

4. Discuss the meaning and use of Words to Know. Have pupils write the words in their notebooks and add them to the Word Tree.

5. Have pupils discuss the importance of starting out on the right foot, stressing the value of good pupil-teacher and employee-employer relationships.

6. For individual skills development, have pupils use *Tactics in Reading* and "A Self-Improvement Program in Reading," *Adventures for Today*, second edition.

7. Encourage pupils to use the dictionary exercises in *Tactics in Reading*.

8. Have pupils look for specific information (for example, the population of Pittsburgh) in such books as *The World Book Encyclopedia* and *The World Almanac*.

9. To improve speaking skills, have pupils use the tape recorder. As an introduction, each pupil may state his name, his homeroom, and an activity he likes best. Replay the tape and ask pupils to comment upon diction and clarity.

10. To improve listening and note-taking skills, the teacher may prepare a tape or use the records, *Building Skill in Notemaking*.

11. Use with the class verbal pattern drills.

12. Allow pupils to dramatize good and poor study habits centered on such themes as:

    a. "I Became a Dropout"
    b. "The Day My Teacher Called Home"
    c. "How I Learned to Work Alone"

13. Have pupils dramatize a story which they have read. Use Suggested Readings.

14. Have pupils develop a topic sentence into a short expository paragraph exploring the value of the unit.

15. Develop with the class spelling and vocabulary lessons.

Audio-Visual Aids

Films

Homework: Studying on Your Own	SM 443.17	11 minutes
Reading Maps	SM 588.44	11 minutes
Gateways to the Mind	SM 447.30	59 minutes
How to Think	SM 445.21	14 minutes
Overcoming Worry	SM 452.5	10 minutes
Our Senses: What They Do for Us	SM 447.7	11 minutes
How to Develop Interest	SM 445.19	10 minutes
How to Read a Book	SM 426.2	14 minutes
How to Study	SM 443.0	10 minutes
Keep Up with Your Studies	SM 443.18	10 minutes
Do Better on Your Examinations	SM 443.13	10 minutes
The Dropout	SM 443.4	28 minutes
Building an Outline	SM 428.3	10 minutes
Importance of Making Notes	SM 428.2	11 minutes

Recording

Building Skill in Notemaking	R 243.0	6 recordings

SQ3R Study Technique*

1. Survey. Look through the material. Glance at headings, diagrams, charts, illustrations. See how many parts the material divides into. Usually there are three to six core ideas. Look for a summary. Look for study helps and questions at the end.

2. Question. Turn the first heading into a question. Try to arouse your curiosity. This will help you select the main idea. The important points will stand out. Make a conscious effort. Try wording your question in different ways.

3. Read. Read to answer the question you made in Step 2. This is not a passive plowing along but an active search for the answer to a question. We do not just read textbook material.

4. Recite. Having read the first section, look away from the book and try briefly to recite the answer to the question. Use your own words. Give examples. A good way to do this is to write down key phrases in outline form. Make these notes very brief. Avoid repeating the wording of the original.

5. Review. Look over your notes for a bird's-eye view of the whole lesson. Try to see the relationship among the parts. Check your memory. Review from your notes, not from the original. If the notes prove inadequate on review, go back and revise them. Then review, early, late, often. Develop your memory.

Use this method to predict test questions and look up the answers. Always check the tests against your notes to see if you missed anything. With practice, your skill and your memory will improve tremendously.

* Adapted from *Reading Laboratory IIIa*, published by Science Research Associates, Inc., in 1957.

UNIT IV. LEARNING ABOUT COMMUNICATION

(Time allotment: six weeks)

Introduction

Pupils need to learn to use and to understand the mass media and other forms of communication. Appreciating how the vast networks of communication affect their lives and developing some critical attitudes toward what they see, hear, and read are important to the pupils' making the most effective use of all media available to them. Their activities of reading, speaking, watching, writing, and listening should be directed toward what is most desirable in the world of information and enjoyment.

Intent

- To teach the pupil the best uses of mass media
- To teach the pupil effective uses of other means of communication

Areas for Study

- Becoming acquainted with different media used for mass communication
- Gaining an understanding of the purposes of mass media
- Learning to use mass media to the best advantage
- Developing an understanding of the use of other means of communication
- Enriching language skills

Suggested Readings

Adventures for Today, first edition

"Many Voices: A Unit for Group Speaking"
"Diary of Anne Frank"

Adventures for Today, second edition

"The Line-Gang"

New Worlds of Literature

"The Telegram"
"The Terrible News"
Lines from "The Lonesome Train"
"The Sound of Wasps"

Teen-Age Tales, Book 4

"The Telegraph Mystery"

Newspapers--city, community

Scope

Reader's Digest

Read

Other appropriate popular magazines

Teacher References

Success in Language / A, Units 2, 3, 4, 6, and 7

Vocational English, Book II

Teletraining for English and Speech

Procedure

1. This unit may be introduced by showing the film *Newspaper Story* and/or *Radio and Television*. If possible, the teacher should preview the films as an aid to presentation and follow-up discussion.

2. Present Words to Know and other related words. The following is a possible core list which may be used. Other words may be gleaned from the films used to introduce the unit. Write the words on the board and use them in a discussion. Add them to the Word Tree.

communication	editorial	commentator
mass media	entertainment	reporter
directory	broadcast	projector
preview	advertisement	editor
review	announcement	news story

3. Develop an understanding of the purposes and meaningful uses of mass media as a means of mass communication.

4. Have a set of newspapers in the classroom for study of the major features.

5. Use *Scope*, *Reader's Digest*, *Read*, or other magazines to develop an understanding of the kinds of information and entertainment a magazine provides.

6. Discuss the general use of television in the following: news, advertising, politics, education, entertainment, sports.

7. Discuss the general uses of radio.

8. Develop an understanding of the purposes and utilization of the telephone. The *Teletraining for English and Speech* provides lessons in practical and proper use of the telephone.

9. Introduce the use of the telegram by reading "The Telegram," *New Worlds of Literature*. Use "The Line-Gang" by Robert Frost, *Adventures for Today*, second edition, to develop other uses of the telegram.

10. Motivate a discussion of motion pictures.

11. Discuss books as a media for information. List on the board the kinds of books they mention. Ask pupils how they have used them.

12. Enrich the unit with other activities in reading, writing, speaking, listening, and observing.

13. Use verbal pattern drills daily.

14. Plan spelling and vocabulary lessons using the basic spelling list.

Activities

1. Present the films *Newspaper Story* or *Radio and Television*. Discuss the concepts gained from the viewings. Use the diary for comment on ideas derived from the films.

2. Have pupils write Words to Know in the notebooks and add them to the Word Tree. Discuss the meaning of these words.

3. Have pupils study the newspaper to recognize its major features: masthead, editorials, headlines, sports page, comics, cartoons, feature stories, advertisements, want ads, and amusement notices.

4. Assign a committee to arrange bulletin board displays of editorials, columns, reviews (book, movies, shows), television and radio programs, cartoons, and news stories. This may be done with individual exhibits for each type of feature.

5. Read a news story as a class. Determine the characteristics of the article. Develop the five W's: Who is it? Where is it? When is it? Why is it? What is it?

6. Ask pupils to write a news story from the past week's events. This may include sports, local events, or entertainment as well as other types of features found in a newspaper. Be sure to stress the five W's.

7. Select a committee to review the stories and choose several for a class newspaper. Other committees may be formed to create illustrations, cartoons, or comic strips to be used in the newspaper.

8. Have pupils preview magazines. Call attention to features, stories, advertisements, and activities. The pupils should note the difference between newspapers and magazines.

9. Use a television program in the classroom. Discuss its content, purpose, the use of advertisements, and the program's appeal. Have pupils write letters to the television station about programs which have appealed to them.

10. Have pupils report on the ways they use radio (time, weather, sports, music).

11. Use the entertainment page of the newspaper to motivate a discussion of movies. Divide the class into panels of pupils who have seen the same motion picture and have them discuss their opinions and reactions to it. Encourage an exchange of ideas, especially where differences in reactions are expressed.

12. Give pupils a test on distinguishing between fact and opinion. The questions may be based on the material discussed in preceding lessons on mass media. Use the results for classroom discussion on how one differentiates between fact and opinion in what he sees, hears, and reads. For example:

    a. A football game is more fun to watch than a baseball game.
    b. Alaska, the largest state, has the smallest population.

13. Give a pre-test on the use of the telephone. See *Vocational English*, Book II, page 145, for a suggested form to use. This book suggests many other practical and appropriate exercises and activities which will be useful in developing this portion of the unit.

14. Give the pupils experience in using the telephone. The teletrainer device is a practical way to do this in class and the Teacher's Guide suggests multiple activities such as using a directory, planning a telephone call, making an emergency call, using the coin telephone, and improving a telephone personality. Using the teletrainer provides an excellent opportunity for role playing.

15. Have pupils read "The Telegram," *New Worlds of Literature*. Have them compose a telegram. Provide a dittoed form and help the pupils write out the message. See the suggestions in *Vocational English*, Book II.

16. Develop a lesson which teaches the pupil what sources to use for finding specific information. Examples of the kinds of questions to frame are: Where would you look for the information on the population of Pennsylvania? Where is the best place to look for a short biography of George Washington? Assign specific questions to be answered by using the sources discussed and take the class to the library to do this assignment.

17. Encourage pupils to borrow books for recreational reading. Provide class time for reading these books.

18. Use verbal pattern drills daily.

19. Develop with the class spelling and vocabulary lessons from the basic spelling list.

Audio-Visual Aids

Films

Newspaper Story	SM 572.35	16 minutes
Radio and Television	SM 444.12	10 minutes

Telephone Courtesy	SM 415.4	30 minutes
Thanks for Listening	SM 415.11	30 minutes
How Television Works	SM 542.21	10 minutes
Just Imagine	SM 542.6	10 minutes
A Million Times a Day	SM 542.7	11 minutes
Mobile Telephones	SM 542.12	10 minutes
New Skyways for the Telephone	SM 542.23	10 minutes
Party Lines	SM 542.18	18 minutes
The Story of Television	SM 542.26	25 minutes

UNIT V. PARTICIPATING IN COMMUNITY LIFE

(Time allotment: three weeks)

Introduction

An understanding of the community as a place in which to live, to grow, and to develop is essential to every individual not only for community welfare but for the welfare of the individual. Young people should be helped to realize that their community offers them many positive opportunities for companionship, protection, entertainment, and service. The purpose of this unit is to aid pupils in gaining a better understanding and appreciation of the communities in which they live.

Intent

- To help the pupil develop a positive attitude toward his community
- To help the pupil become aware of the variety of resources available to him in his community
- To help the pupil realize his potential as a contributing member of his community
- To help the pupil further develop his language skills in reading, writing, listening, and speaking

Areas for Study

- Becoming familiar with the components of a community
- Making use of the resources and opportunities available in a community
- Understanding the various characteristics of individual neighborhoods
- Learning how to participate in community activities
- Improving language skills

Suggested Readings

Adventures for Today, first edition

"Thoroughbred"
"The Thief"
"The Miracle at Scio"

Adventures for Today, second edition

"The Thief"
"The Miracle at Scio"
"Rookie Cop"
"Mrs. Mike"

New Worlds of Literature

"I Hear America Singing"
"I'll Give You Law!"
"The Will"

Teen-Age Tales, Book 5

"Sunday Punch"

Stories for Teen-Agers, Book A

"Santa Claus Has a Temper"
"First Mission"

Stories for Teen-Agers, Book B

"Rescue"
"Champions Walk Alone"
"The Only One"
"Waiting for Alice"
"The Samaritan"
"The Death Dust"

Scope

Reader's Digest

Read

Teacher Reference

Teletraining for English and Speech

Procedure

1. Introduce the unit by constructing with the class a chart listing the various components of a community or neighborhood, the purpose of each, and examples of the place mentioned. Stress the unique characteristics of the particular neighborhoods in which the pupils live. Accept any reasonable responses. Emphasize the value to the community of each item listed on the chart. The teacher should work at the board or use the overhead projector while pupils work in their notebooks. The following is an example of the kind of chart which may be constructed:

What Makes a Community		
Place	Purpose	Examples
Home	To house a family	Pupil's home
Schools	Education	Gladstone
Parks	Recreation	Schenley
Churches	Religion	St. Mary's
Community Centers	Recreation, Education	Lawrenceville Boys' Club
Supermarket	Shopping	Foodland
(Continue with class responses)		

2. Motivate pupils to draw a map of a route to follow to get from one specific place to another within their neighborhood. Use symbols, pictures, or other means of identification to indicate any of the places mentioned in the chart which may be found along the route. Encourage pupils to be accurate and make use of any artistic skill they may have.

3. Use these maps and charts for a bulletin board display.

4. Show the film *A U. S. Community and Its Citizens*. Have pupils write a critical statement about the film in their notebooks. Use this as an opportunity to extend the concepts of fact or opinion developed in the unit on communication. The "Student Guide" section in the *Reader's Digest* may be of help here.

5. Present Words to Know. The following is a suggested list to which other words should be added:

community	amusement	recreation
community center	participation	urban
community service	characteristic	suburban
community resources	supermarket	rural
community welfare	emergency	neighborhood

6. Survey pupils to discover how many of them are interested in and participate in community activities related to their churches or the community centers. Have any of them participated actively in the Community Fund drive, Red Cross drive, or others?

7. Introduce reading activities by listing and briefly discussing the services rendered to the citizen by the community. Use "Rookie Cop" and "Thoroughbred," *Adventures for Today*, first and second editions.

8. Continue with reading activities by discussing various ways in which the citizen may be of service to his community. Use "The Miracle at Scio," *Adventures for Today*, first and second editions.

9. Develop related reading, writing, speaking, and listening activities.

10. Use verbal pattern drills daily.

11. Develop spelling and vocabulary lessons using the basic spelling list.

Activities

1. Have pupils construct a chart listing the various components of a neighborhood and/or a community.

2. Discuss with pupils the purposes and values of the places mentioned in terms of opportunities and services offered by each. Plan a panel discussion in which pupils evaluate the influences of several of the items listed on the chart.

3. Have pupils draw maps illustrating the best route to follow to get from one specific place to another: home to church, school to hospital.

4. Appoint a committee to arrange a bulletin board display of the maps and charts.

5. For a speaking activity, have pupils pair off to ask for and give specific directions for traveling from one place to another.

6. For a writing activity, have pupils write out specific directions.

7. Present the film *A U.S. Community and Its Citizens*. Have pupils write a critical statement about the film in their notebooks. Follow through with a short test of their ability to distinguish between fact and opinion.

8. Have pupils write five complete sentences in which they express new attitudes or ideas learned from the film and develop these sentences into a short expository paragraph with a topic sentence.

9. Introduce and discuss Words to Know. Have pupils write them in their notebooks and add them to the Word Tree.

10. Discuss with pupils and list on the board the services rendered to the citizen by the community. Have them read "Rookie Cop" and "Thoroughbred," *Adventures for Today*, first and second editions.

11. Continue with reading activities by discussing the ways in which the citizen may be of service to his community. Have pupils read "The Miracle at Scio," *Adventures for Today*, first and second editions.

12. Ask for volunteers to serve as a committee to survey their neighborhoods for the location of fire alarm boxes, fire stations, hospitals, and other places the citizen should be aware of in case of an emergency. Have the committees report their findings.

13. Develop a writing activity in which the pupil explains how he can be of service to his neighbors in case of an emergency.

14. Encourage pupils to use *Scope* and other magazines to read about community life.

15. Send pupils to the library to find short stories about community life in the past and future, as well as in the present.

16. Appoint a group to be responsible for a bulletin board display of pictures and articles related to community living. Have pupils select one of the pictures about which to write a story.

17. Encourage pupils to write a statement in their diaries about a community activity or project in which they have participated or in which they are participating, e.g., clubs, church choir, Scouts, Red Cross, volunteer work.

18. Divide the class into groups or panels who have similar interests or experiences in community activities to talk about them with the class.

19. Review with the class the subjects covered in the unit. Have the pupil select one aspect of his community he would like to modify and write a paragraph explaining how he would change it.

20. Conclude the unit with the film *A City Is People*.

21. Continue with practicing verbal pattern drills.

22. Have pupils continue to work on basic spelling and vocabulary lessons.

Audio-Visual Aids

Films

A U.S. Community and Its Citizens	SM 570.22	20 minutes
What It Means to Be an American	SM 570.37	22 minutes
A City Is People	SM 570.51	25 minutes

UNIT VI. DEVELOPING NEW CONCEPTS OF WORK

(Time allotment: six weeks)

Introduction

Developing new concepts of work involves the pupil's becoming actively aware of the world of work and the value of good work habits. He needs guidance in selecting and achieving realistic goals as he explores occupational opportunities available to him. This unit will acquaint the pupil with many of the personal qualities needed for success on the job.

Intent

- To help the pupil recognize his potentials and limitations
- To help the pupil realize the dignity of all kinds of work
- To help the pupil build a self-reliant attitude
- To present the pupil with an overview of job possibilities

Areas for Study

- Taking stock of job possibilities
- Making use of the information gathered
- Selecting tentative job possibilities
- Improving language skills

Suggested Readings

Adventures for Today, second edition

"Joe DiMaggio: Rookie Ballplayer"
"Psalm of Those Who Go Forth Before Daylight"
"Rookie Cop"

New Worlds of Literature

"Office Boy"
"The Bent Backs of Chang 'Dong"
"The Splendid American"

Stories for Teen-Agers, Book A

"McGarry and the Box-Office Bandits"
"Rocket Rider"
"Safety Pest"
"The Baby Sitter Stands Up"

Stories for Teen-Agers, Book B

"Rescue"
"Killer Bronc"
"The Samaritan"
"The Death Dust"

Scope

Reader's Digest

Read

Teacher References

Success in Language / A, Unit 8

Vocational English, Book II

Teletraining for English and Speech

Procedure

1. This unit may be introduced by reading Carl Sandburg's poem, "Psalm of Those Who Go Forth Before Daylight," *Adventures for Today*, second edition.

2. Use stories about the lives of different kinds of workers from *New Worlds of Literature* and *Adventures for Today*, second edition.

3. Construct a "Job Survey Chart" (see the sample on page 29) for recording information about different employment possibilities. This chart will help the pupil organize the information he gathers from various sources and should be an on-going activity throughout the unit.

4. Look into the problems and procedures involved in finding and keeping suitable employment. Use the want-ad section of the daily newspaper. Help the pupil read and interpret the symbols, abbreviations, and other information given.

5. Direct the pupils to the want-ad section for practice in writing letters of application.

6. Review the skills developed in the teletraining lessons, Unit IV, "Learning About Communication" (see *Vocational English*, Book II).

7. Arrange for speakers from industry and local businesses to talk to pupils about job possibilities. Prepare pupils to ask pertinent questions and to take notes.

8. Prepare a rating scale for pupil evaluation of his attitude toward work (see Activity 6).

9. Use job situations to dramatize problems involved in securing and keeping a job.

10. Introduce the various forms needed in applying for a job.

11. Acquaint the pupils with a working vocabulary by placing on the board Words to Know as they are needed in the development of the unit. Encourage pupils to include the list in their notebooks and add them to the Word Tree.

occupation	responsibility	skilled
vocation	attitude	professional
career	concept	semiprofessional
goals	application	supervision
employer	reference	managerial
employee	resources	absenteeism
service	semiskilled	industriousness
character	safety	

12. Use verbal pattern drills daily.

13. Make use of basic spelling and vocabulary lessons throughout the unit.

14. Make use of appropriate stories and audio-visual aids.

15. Summarize the work of the unit by reviewing the information recorded on the chart.

Activities

1. Read with the pupils Carl Sandburg's poem, "Psalm of Those Who Go Forth Before Daylight." Discuss the poem, emphasizing the dignity of the workers. The following questions may be used:

   a. Who are the workers referred to in the poem?
   b. Does the tone of the poem indicate satisfaction of the workers?
   c. Does the poet appreciate the dignity of the labor of the workers?

2. "The Bent Backs of Chang 'Dong," "The Splendid American," and "Office Boy" in *New Worlds of Literature*, and "Rookie Cop" in *Adventures for Today*, second edition, are stories which extend the theme expressed in the poem. Have the class read and discuss them.

3. Help the pupils construct a "Job Survey Chart" for recording information about different job possibilities.

4. Have the pupils read the want-ad section of the newspaper and select jobs which might interest them. Have them write letters of application for the jobs. Use the teletrainer device for practicing telephone calls to make appointments for personal interviews.

5. Have pupils relate the possibilities of finding employment through family and friends.

6. Help the pupil complete "Work Attitudes--Rating Scale" (see sample on page 30). Discuss the scale. Have the pupil select his lowest rated attitude and write a short paragraph on how he can improve.

7. Discuss with pupils the prerequisites for success on the job (punctuality, rules, regulations, relations with others, attitudes, industry, safety).

8. Have pupils plan skits dramatizing such situations as getting along with co-workers, good grooming in applying for a job, the disadvantages of using nonstandard speech patterns, and personal interviews.

9. Appoint a chairman of the day to introduce speakers from industry and local businesses. Help the pupils prepare for this activity by reviewing listening skills and note taking.

10. Have pupils select at least three job possibilities suited to their abilities and interests to use as a basis for a pictorial journal of possible future employment.

11. Take the pupils to the library to research these job possibilities. Extend the journal to include pertinent information about the availability of jobs, training required, possibility for advancement, salaries. Pupils may also extend their charts with this information.

12. Encourage pupils to visit employment bureaus for application blanks and information about job requirements. Guide them in filling out job application blanks, social security applications, and work permit applications.

13. Guide pupils in writing letters asking for references.

14. Practice verbal pattern drills daily.

15. Develop spelling and vocabulary lessons using the basic spelling list.

16. Use the chart to help the pupils summarize what they have learned about employment possibilities during this unit.

Audio-Visual Aids

Films

Mechanical Aptitudes	SM 443.6	10 minutes
Choosing Your Occupation	SM 445.22	10 minutes
Finding Your Life Work	SM 444.28	20 minutes
Careers for Girls	SM 444.24	18 minutes
Personal Qualities for Job Success	SM 444.10	10 minutes
The Big Question	SM 443.3	28 minutes
Career	SM 444.8	26 minutes
The Dropout	SM 443.4	28 minutes

JOB SURVEY CHART

Type of Job	*Description of Duties*	*Vocational Skills Needed*	*Interest Level*	*Geographical Area*
		(Education - Academic)	Social-Mechanical-Clerical-Outdoors-Indoors	(Travel Time)
Services 1. Assembly (laundry) 2. 3. 4. 5. Manufacturing Wholesale and Retail Trade Transportation and Public Utilities Construction Agriculture Mining Civil Service		Ability to use hands and fingers; recognize shapes of objects	Mechanical--enjoys working with objects	

WORK ATTITUDES--RATING SCALE

	4	3	2	1	0	*Comments*
1. Do you take pride in the work you do for others?						
2. Are you willing and diligent in performing tasks?						
3. Are you considerate in the use of other people's tools?						
4. Are you ready and willing to give service to others?						
5. Do you use initiative and try more difficult tasks?						
6. Do you complete your work on time?						
7. Do you accept corrections and suggestions by others?						
8. Do you appreciate the dignity of all kinds of work?						
9. Do you use your time wisely on a job?						
10. Do you get along with your fellow workers?						

UNIT VII. LEARNING HOW TO USE LEISURE TIME

(Time allotment: three weeks)

Introduction

Every child harbors a desire to be a "part of the act" no matter how small. No child enjoys being "left out." He needs motivation and direction in learning how to use his leisure time. He needs to learn how to become part of the act through his participation in recreational, cultural, individual, and group activities.

Intent

- To create an appreciation for leisure time activities
- To make pupils aware of the difference between being a spectator and being a participant
- To help pupils cultivate interests in cultural activities
- To help pupils evaluate their use of leisure time
- To motivate personal involvement of pupils in activities

Areas for Study

- Understanding what is meant by leisure time
- Motivating interests in developing leisure time activities
- Discovering how hobbies can be used to advantage
- Appreciating the difference between being a spectator and being a participant
- Helping the pupil refine his cultural tastes and recreational interests
- Extending language skills

Suggested Readings

Adventures for Today, first edition

"Roy Campanella"
"The End of the Rope"
"Eleven Quarterbacks"
"The Restless Ones"
"Glory in Bridgeville"

Adventures for Today, second edition

"The End of the Rope"
"Eleven Quarterbacks"
"The Restless Ones"
"Glory in Bridgeville"
"Swimmers"
"The Sports Car Race"

New Worlds of Literature

"Casey at the Bat"
"Casey's Revenge"
"The Fallen Angel"

Teen-Age Tales, Book 4

"Take Me Out to the Ball Game"
"Under the Deep Blue Sea"
"First Hunt"
"Court Revenge"
"New Boy"

Teen-Age Tales, Book 5

"I Swam for Twenty-One Hours"
"Most Valuable Player"
"Blaze of Glory"

Teen-Age Tales, Book 6

"Rookie of the Year"
"Test Jump"

A daily newspaper

Scope

Reader's Digest

Teacher Reference

Vocational English, Book II

Procedure

1. Introduce the unit with a pre-test of the pupils' use and understanding of leisure time. Adapt the Pre-Test, Unit 9, "The Use of Leisure Time," *Vocational English*, Book II, to the level and interest of the class.

2. Read "The Importance of Leisure," *Vocational English*, Book II. Follow with activities and questions. Make use of the rest of the unit for additional activities and exercises.

3. Present Words to Know. Use the following list as a guide. Add them to the Word Tree.

leisure	spectator	individual activity	coordination
hobby	participant	group activity	museum
activity	active	collection	sightseeing
sports	passive	mental activity	concerts
ability	interests	physical activity	drama
spare time	tastes	recreational reading	tours
		cultural activities	

4. Present the "Inventory: How I Use My Leisure Time" (see page 36) for the class to complete. Select several appropriate items for development into other classroom activities involving reading, writing, and speaking.

5. Motivate pupils to use their diaries for comments about hobbies they now have or would like to develop.

6. Use the bulletin board for displays of pictures, charts, and other relevant materials.

7. Present the film *Better Use of Leisure Time* to emphasize how time can best be used through a self-planned program of leisure time activities.

8. Bring to class copies of theater and concert programs. Ask pupils to contribute to the collection. Do not limit programs to the theater and concerts, but encourage pupils to bring in any type of program and use these programs for classroom activity.

9. Present the film *Music in America*.

10. Make use of the entertainment section and other appropriate articles from the newspaper. Use *Scope* and *Reader's Digest* for articles and stories on the use of leisure time.

11. Continue with reading, writing, and speaking activities to enrich the unit.

12. Plan appropriate field trips to places of interest to stimulate awareness of the availability of theaters, concerts, museums for worthwhile leisure time activities.

13. Use verbal pattern drills daily.

14. Use basic spelling and vocabulary lessons throughout the unit.

Activities

1. Discuss the meaning of leisure. What leisure time activities do the pupils have?

2. Give the pupils a pre-test on the understanding and use of leisure time.

3. Have the pupils read "The Importance of Leisure," *Vocational English*, Book II. Discuss with them the concepts developed in the story. Use the assignments suggested on pages 226 to 242.

4. Present Words to Know. Work out definitions of the terms already familiar to the class. Save the less familiar ones until some concepts have been developed which will enable the pupil to work out a definition.

5. Present the "Inventory: How I Use My Leisure Time" for pupils to complete. Read over the inventory with the pupils and explain how it is to be completed.

6. Have pupils write two or three sentences in their diaries on their use of leisure time.

7. Motivate the pupils to write a short short story about a pupil who does not know what to do with his spare time.

8. Have the pupils read "The Restless Ones," *Adventures for Today*, first and second editions. Discuss with the class how their friends may influence their choice of leisure time activities. Ask them, "Why is your choice of friends so tremendously important?" Ask pupils to write their reactions in their diaries.

9. Work with the pupils to construct a chart,"Follow the Seasons." Make four columns, each headed by a season of the year. List in each column activities appropriate to that season. Conduct an informal discussion asking for comments and opinions about activities listed on the chart.

10. Appoint a committee to arrange a bulletin board display related to the chart.

11. Encourage the pupils to borrow books from the library for purely recreational reading on their own. Arrange for the school librarian to visit the class to talk about books for recreational reading.

12. Discuss with the pupils the difference between active and passive hobbies. List the advantages and disadvantages of the two types of hobbies with examples of each.

13. Have pupils construct a chart, "Individual and Group Activities." Make two columns. In one, list activities that pupils may do alone; in the other, activities for which the pupils need the cooperation of a friend.

14. Have a pupil select a hobby from the chart which he might enjoy and write a paragraph explaining how he would develop it, materials he would need, the amount of time he would spend.

15. Take the class to the library to find stories about men and women whose careers were developed from hobbies they had as young people. Develop a writing activity in which the pupil explains how a hobby of his might be extended into a means of earning money.

16. Divide the class into committees to prepare original skits based on themes related to hobbies and other uses of leisure time, e.g., "Hobbies for Sale," "How I Use My Spare Time."

17. Have pupils who do have hobbies prepare exhibits of them for the class.

18. Arrange a field trip to a theater, concert, museum, or other available places of interest. The Pittsburgh Playhouse has allowed classes to view the rehearsals for their Junior Theater. Follow up the field trip with oral and/or written reactions to the trip in terms of how the experience enriched the pupils' knowledge of ways in which to spend their leisure time.

19. Appoint a committee to arrange a bulletin board display of concert, theater, and other kinds of programs which were collected. If there is a variety, compare the different kinds of programs as to cover pages, content, advertisements, size.

20. Have pupils plan a program of leisure time activities they would suggest to a friend who has a weekend to spend enjoying himself.

21. Discuss the meaning of mental activities. List examples of different kinds. Ask pupils to write two or three sentences in their diary about how mental activities could enrich their lives or meet some needs at one time or another.

22. Select appropriate stories from Suggested Readings for reading activities throughout the unit.

23. Select appropriate films from suggested audio-visual aids for presentation within the unit.

24. Use verbal pattern drills daily.

25. Use basic spelling and vocabulary lessons throughout the unit.

Audio-Visual Aids

Films

Better Use of Leisure Time	SM 445.24	10 minutes
Music in America	SM 484.7	17 minutes

Inventory: How I Use My Leisure Time

This inventory will help you evaluate how you use your leisure time by making you think about the things you do or could be doing with it. Think carefully as you read each question. Write your statements in complete sentences.

1. What do I like to do most when at home? _____
2. How often do I go to the library? _____
3. How often do I go to the movies? _____
4. How much time do I spend listening to the radio daily? _____
5. How much time do I spend watching and listening to television daily? _____
6. How much time do I spend reading for pleasure daily? _____
7. How do other members of my family spend their leisure time? _____
8. Do I collect things as a hobby? _____ What? _____
9. Do I make things as a hobby? _____ What? _____
10. Have I ever traveled? _____ Where? _____ How? _____
11. Have I ever been to a museum? _____ Factory? _____ Zoo? _____ Circus? _____ Concert? _____ Play? _____
12. Would I rather spend an evening with my friends at my house or his (her) house? _____
13. What do my friends and I talk about most? _____
14. To what clubs or organizations do I belong? _____
15. What new leisure time activity would I like to develop? _____

UNIT VIII. SUMMING UP

(Time allotment: two weeks)

At the end of the year, the pupil is confronted with final examinations. To help him organize his knowledge and perform the testing activity satisfactorily, the pupil needs to review the areas of study and the development of concepts with which he has been involved throughout the year.

Some major areas for review are suggested:

1. Reading

   a. Comprehension
   b. Interpretation

2. Writing

   a. Sentence structure
   b. Paragraph development

3. Mechanics

   a. Spelling
   b. Punctuation

4. Speaking

   a. Standard speech patterns
   b. Diction

Procedures for constructing a final examination are suggested:

1. Select a short story or article to be read by the pupils which has not been used for basic classroom instruction. If there is a reading program in the school, ask the teacher for assistance in finding material suitable for the class's reading level.

2. Test the pupil's comprehension and interpretive skills with multiple-choice-type questions which may be teacher constructed. Attempt to vary the type of question to include those which will test the pupil's ability to remember details, to get the main idea, and to draw inferences.

3. A vocabulary section based on the use of words in context should be included in the reading portion of the test.

4. Relate a paragraph writing exercise to the article or story used in the reading portion of the test.

5. Mechanics and language sense may be tested with a series of multiple-choice-type questions based upon what has been emphasized during the year.

The following is a condensed version of the final examination which may be constructed. Keep the number of questions in each section to a practical minimum.

I. Read the following story carefully and thoughtfully.

(1) Barney was a German shepherd. He looked like the hunting dogs of the Middle Ages, but he was more domesticated. His fur was black and gold and white, and he was larger than most shepherds. When his master and mistress or the boy would play with him, Barney would enter freely into the romp. But if anyone else lay a hand on him, a snarling plunge at the intruder was always Barney's response.

II. Meaning of words in context: Write the letter preceding the best definition of the underlined word as it is used in the story. The numbers in parentheses refer to the paragraph in which the word is found.

A. domesticated: (1) a. wild b. tamed c. friendly d. large

B. intruder: (1) a. fierce attacker b. unwanted stranger c. unknown enemy d. clever thief

III. Recalling facts: Write the letter preceding the best answer to each of the questions. You may refer to the story.

Barney was

1. a hunting dog

2. larger than most shepherds

3. smaller than most shepherds

4. a lazy dog

IV. Theme writing: Think about a story or poem you have read which affected you in some way when you had a difficult situation to meet and write a theme of three paragraphs using the following suggestions:

Write about an incident (a happening) in your own life in which something you have read helped you to achieve success in the face of difficulty.

1. In the first paragraph, describe or tell about your difficult situation.

2. In the second paragraph, explain the lesson you learned through reading.

3. In the third paragraph, summarize how the lesson you learned from your reading helped you to overcome your difficulty.

V. Mechanics and language skills

A. Punctuation: Read each sentence carefully. Choose the letter preceding the correct punctuation needed for the sentence.

1. Mary and Jane have graduated from high school and plan to attend the University of Pittsburgh.

   a. Correctly punctuated
   b. Comma needed after Jane
   c. Comma needed after school
   d. Question mark needed after school

2. I have told you once that you cannot go don't ask me again.

   a. Correctly punctuated
   b. Comma needed after go
   c. Semicolon needed after go
   d. Quotation marks needed around the entire sentence

B. Sentence sense: Read each group of words presented below to decide if it is a sentence, a fragment, or a run-on. On your answer sheet, write S if it is a complete sentence, write F if it is a fragment, or write R if it is a run-on.

1. Television is good entertainment for a shut-in

2. Because he had not answered my last letter

C. Language sense: In each of the following groups of sentences there is one which is preferred. On your answer sheet, write the letter preceding the preferred sentence.

1. a. If I was you, I wouldn't be setting in the sun.
   b. If I were you, I wouldn't be setting in the sun.
   c. If I were you, I wouldn't be sitting in the sun.
   d. If I was you, I wouldn't be sitting in the sun.

2. a. After you have drove a while, can I have a turn?
   b. After you have driven a while, may I have a turn?
   c. After you have drove a while, may I have a turn?
   d. After you have driven a while, can I have a turn?

A SPECIAL UNIT

THE PLEASURES OF READING A WHOLE BOOK

Introduction

Many pupils have not realized the pleasures inherent in reading through an entire book. Lacking sufficient reading skills, motivation, and opportunity, the pupils have too often approached this type of assignment with built-in frustrations and indifference. Frequently they have been saddled with lengthy stories bound in thick, hardback books. Since the advent of the paperback, which offers ease in transportation, some pupils have discovered the joy of reading and the satisfaction of owning their own books. The paperback does offer a variety of subjects and stories from which the teacher may select two books for reading during the year. This unit suggests one way of directing the reading of a whole book. The teacher may find other and better ways and is free to use them. Select the books to be read from the following list:

The Light in the Forest--Conrad Richter
The Diary of a Young Girl--Anne Frank
Adventures of Tom Sawyer--Mark Twain
The Yearling--Marjorie Kinnan Rawlings
Old Yeller--Fred Gipson
The Old Man and the Sea--Ernest Hemingway
The Incredible Journey--Sheila Burnford
Greek and Roman Myths (adapted)--Kay Ware and Lucille Sutherland

Purpose for Reading

- To give the pupil the experience of reading a whole book
- To read for the story line
- To recognize the element of characterization in the story
- To help the pupil relate to the characters as real people
- To help the pupil understand the problems the book presents

Planning for Reading

1. Distribute the book *The Light in the Forest* by Conrad Richter and allow the pupils time to look it over. Call their attention to the front and back covers and to "White Indian" inside the cover. Use the picture and the quotes to introduce the story, set the mood and tone, and to motivate reading.

2. Set the story in time and place. Help pupils realize that western Pennsylvania is part of the locale of the story.

3. Divide the book into sections for vocabulary, reading, and discussion.

   a. The Return--Chapters 1-4
   b. Home--Chapters 5-7
   c. Homesick--Chapters 8-10
   d. The Escape--Chapters 11-12
   e. Who Am I?--Chapters 13-15

4. Indicate words which should be understood and pronounced before the reading has begun. Put them in the notebook before each section. Add any others which are needed.

Proper Names

Lenni Lenape	Tuscarawas
Shawanose	Muskingum
Cuyloga	Fort Pitt
Quaquenga	Mohawk
Bouquet	Carlisle
Yengwe	Conestogo
Thitpan	Great Spirit

Other Words

humiliate	tomahawk
palaver	scalp
hickory	translate
moccasin	terrapin
squat	abhorrence

5. Use such questions as the following for guides in reading and discussion:

   a. The Return
      (1) What had happened to True Son before the story opens? Why was True Son brought back to the white world? Where was the white world?
      (2) How did the prisoners feel? Why was Del Hardy a good guard?
      (3) How did Half Arrow and Little Crane show their love? What had True Son planned to do before Half Arrow made himself known? How did he plan to do it?
   b. Home
      (1) In what ways did True Son find it difficult to live in his parents' world?
      (2) Compare his white parents with his Indian parents.
      (3) To what person did he truly relate? Why?
      (4) What problems did he have with his mother and aunt?
      (5) Explain why True Son, Johnny, didn't like Uncle Wilse.
   c. Homesick
      (1) What did the family do to make him like the rest of the household?
      (2) The meeting with the basketmaker made Johnny run away. Why did he go and why was it a sad adventure?
      (3) What were Aunt Kate's complaints against Johnny?

(4) Compare the Reverend Elder's treatment of Johnny with Aunt Kate's.
(5) What incident happened which warned of trouble?

d. The Escape
(1) How did Johnny escape?
(2) How did they avenge Little Crane?
(3) What regrets did Johnny have?

e. Who Am I?
(1) How did his Indian family receive him?
(2) What was the one thing which promised trouble?
(3) Why did the Indians go on the warpath?
(4) What things bothered True Son?
(5) Why did the ambush fail?
(6) What did Cuyloga do?
(7) Why was this last parting different from the one the year before?

Understanding the Story

1. Discuss the Indians' ideals, concerns, religious and moral beliefs, and the training of children. Compare them with those of the white men.

2. Write a character sketch of Cuyloga.

3. In the notebook, make a list in sentence form of items learned about Indians.

4. Compare the life of two characters from the two different life patterns, e.g., Mr. Butler and Cuyloga, Uncle Wilse and Thitpan.

5. What ideas of Indian culture are ones to cherish?

6. Find Cuyloga's advice to Half Arrow which was passed on to True Son. Read it. (Chapter 4)

7. Discuss the differences which Little Crane found between the Indian and the settler. How did he explain them?

8. In the library, find other stories with related themes. This may be followed by a series of comments on some of the reading.

9. Relate the conflict between the Indian and settler to contemporary problems.

10. Find situations for dramatization within the story. Have pupils read or act the incident, e.g., Del and True Son on the way back to Fort Pitt.

11. Have pupils volunteer to draw or illustrate scenes from the story to be used on the bulletin board. Some pupils may wish to put together a series of illustrations as a class project.

12. Select an incident in the story in which there is a choice of action. Develop a paragraph telling how you would have acted under similar circumstances. A suggested example is True Son's betrayal of the Indian ambush to the settlers.

A SPECIAL UNIT

SPELLING AND VOCABULARY

Introduction

This unit is planned as an aid for enriching and extending spelling and vocabulary skills throughout the year. In addition to the Words to Know already incorporated into each unit, a basic list of one hundred words is suggested. The teacher needs to plan how to make the best use of these lists to meet the needs of his pupils. Spelling and vocabulary study should be an on-going activity employed as part of each unit. The lessons should be taught inductively. The teacher will have to decide how much time is needed to develop and complete each lesson.

Two separate approaches are suggested for developing spelling and vocabulary. The first deals with the Words to Know. These words are directly related to the unit in which they are found. The second deals with a general vocabulary which the pupils meet and use in everyday language activities. Procedures to follow are suggested for both.

How to Develop Words to Know

To develop Words to Know suggested in each unit, the idea "A Tree Grows in Room _____" may serve as an incentive for pupils to master words they will be using. At the beginning of the year, tell the pupils that they will be learning words related to the areas being studied. Suggest the idea of a "tree." See the sample "tree" at the end of this unit. Explain to the pupils the function of a family tree. This idea may be used dramatically with words, too, since words have families. Show how words are born every day, for instance, radio, television, telephone, telegram, jet. Ask the question: What new words are we making every day? (e.g., space age, astronaut, launching pad) Emphasize that words are an integral part of oral and written communication.

The "tree" idea may be developed in two ways. One way is to draw a large tree with sufficient branches on which to place all the Words to Know included in the units. Another way is to make a Words to Know tree for each unit. This can be decided by the teacher and pupils. The important thing is that a tree or trees will grow with each unit.

The material used to make the tree is optional. It can be drawn on the blackboard. Select a definite location in the room, remembering that once a tree is planted, it will grow in that location. Its growth will depend upon the care and attention the pupils will give it.

Encourage pupils to add words to the tree as they become aware of them and learn how to use them correctly. Make certain that each main branch supports the related words, for instance, the word "community" should support words such as rural, service, city.

In presenting Words to Know, introduce the new words found in the day's lesson without definition. Encourage the pupil to develop the definition by using them in class discussion.

How to Develop a Basic Spelling List

To develop basic spelling rules, pupils should be taught inductively. The way to do this is to find words which best suit the rule to be developed. Write the words on the board and guide the pupils into discovering the rules which apply. Give them practice in finding other words from the list which illustrate the rule. Show pupils that all words do not behave according to principles. Teach them the exceptions. See the sample spelling lesson on page 45.

Use the following list as a guide in developing the spelling and vocabulary lessons:

1. Forming plurals
2. Adding prefixes
3. Adding suffixes
4. Roots
5. Antonyms
6. Synonyms
7. Homonyms
8. Forming possessives
9. Silent letters
10. Doubling final consonants
11. Dropping the final e
12. Changing parts of speech by adding endings
13. Words ending in y
14. Syllabication
15. Compound words
16. Changing the part of speech by shifting the accent (re' cord; re cord')

Review with the pupils general directions for studying words given in the spelling lists. Pupils should be encouraged to follow these directions to ensure successful mastery of the spelling words.

Step 1: Look at the word and say it. Listen to the word as you say it.

What letter stands for each sound? Are any letters in the word silent?

Step 2: Close your eyes. Spell the word to yourself. Try to see the word as you say the letters.

Step 3: Study the word by syllables. Repeat spelling the word until you are sure of each syllable.

Step 4: Write the word on paper from memory. Check your written word with the printed word. Is it spelled correctly?

Step 5: If you spelled the word wrong, study it again. Begin again with Step 1.

Step 6: Learn how to use the word.

Basic Spelling List

1. acquaintance
2. across
3. coming
4. description
5. friend
6. government
7. height
8. occasion
9. o'clock
10. off
11. opportunity
12. organization
13. its
14. piece
15. possess
16. quarter
17. really
18. sense
19. sentence
20. stretch
21. address
22. altogether
23. attempt
24. character
25. chief
26. committed
27. complete
28. desirable
29. destruction
30. difference
31. disappoint
32. efficient
33. extremely
34. finally
35. minute
36. motor
37. obedient
38. position
39. practically
40. strength
41. achievement
42. agreeable
43. amateur
44. clothes
45. criticize
46. custom
47. definitely
48. divide
49. expense
50. guard
51. haven't
52. imagine
53. lightning
54. naturally
55. ourselves
56. relative
57. seize
58. severely
59. source
60. truly
61. allow
62. capital
63. disease
64. enemy
65. especially
66. excitement
67. heroes
68. loneliness
69. merely
70. noticeable
71. omit
72. perform
73. physical
74. proceed
75. profession
76. relieve
77. sacrifice
78. straight
79. tremendous
80. you're
81. absolutely
82. audience
83. beautiful
84. brilliant
85. committee
86. compliment
87. disastrous
88. embarrassing
89. immense
90. indefinitely
91. magnificent
92. meant
93. medicine
94. mosquito
95. muscle
96. operation
97. preparation
98. scarcely
99. view
100. whose

Sample Spelling Lesson

The following is a sample and guide for presentation of a spelling lesson. It is based on the first twenty words found in the basic spelling list.

1. List the words on the board or use the overhead projector.

2. Present words one at a time to the class, calling their attention to any special or unique construction of the word. Ask for sentences using the word as it is presented.

3. Have pupils copy the words into their notebooks leaving two lines between each word for working with the word.

4. In this list there are a number of words which contain double consonants. Ask the class to find and pronounce each of the words. The teacher may underline them. Develop the rule for syllabication which applies here. Have pupils write the rule in their notebooks.

5. In this list there are many words which form their plurals by adding s. Have pupils find those words and pronounce and spell them in the plural. Develop the rule. Write it in the notebook.

6. Ask pupils to form the plural of opportunity. Develop the rule applicable here.

7. Work out the plural for possess and stretch.

8. Have pupils apply what has been discussed by working with words to syllabicate and to form plurals.

9. Have pupils write sentences using the spelling words.

10. Allow pupils to make use of the dictionary as an aid in learning how to spell.

11. Test when appropriate. Construct spelling tests which emphasize usage as well as spelling. Do not simply dictate lists of words to be spelled.

12. An exercise the teacher might make use of in developing different meanings for the same word is presented below:

Exercise

Different meanings for the same word: Many words you use have more than one meaning. For instance, the word fire has a different meaning in each of the following: fire a cookstove, fire a cannon, fire the cook, fire questions; a coach may build a fire under his team which will then play like a ball of fire; one may feed a fire, rangers may build a fire wall, troops may be under fire; and one may be jailed for selling or consuming fire water. There are, of course, many other connotations or meanings for fire.

Using the underlined words below, write as many phrases or short sentences as you can--each of which employs a different "context" or meaning for the underlined word. Include compound words and "expressions." (Use a separate sheet of paper if you like.)

fence: "Don't fence me in" _____

_____

_____

current: _____

_____

_____

air: _____

_____

_____

broadcast: _____

_____

_____

mine: _____

_____

_____

Teacher References

The teacher should have a good handbook or spelling rules available. Some suggested references are:

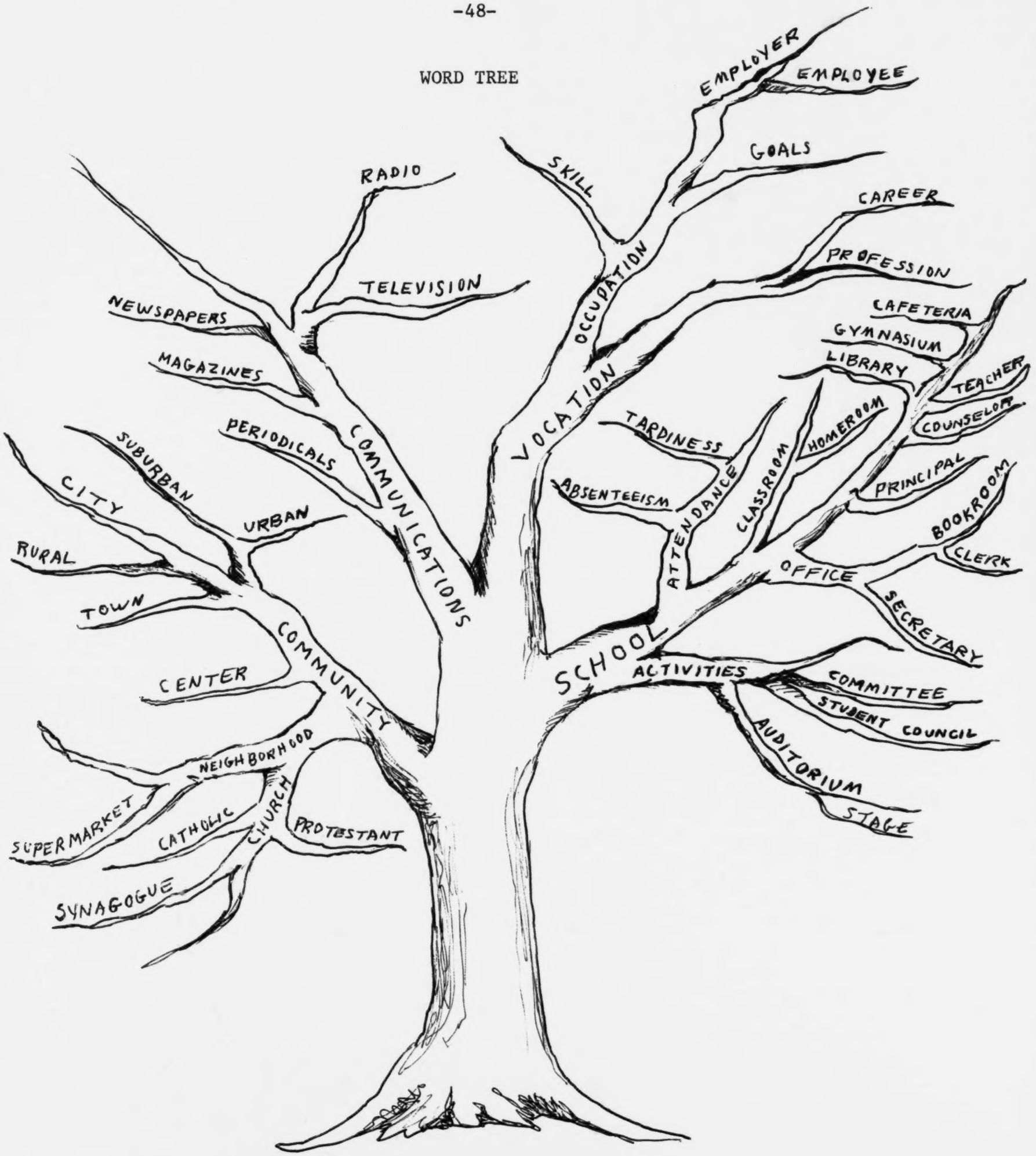
Building Better English, 9

Basic Spelling Goals, Books 7 and 8

Vocational English, Book II

Integrated Spelling

WORD TREE



A Tree Grows in Room _____

A SPECIAL UNIT

SAMPLE LESSON PLAN FOR PRESENTATION OF READING ASSIGNMENT

Text: *Adventures for Today*, first edition
Teacher's Manual, page 100

Story: "Glory in Bridgeville," William Wise, page 131

1. Introduce the story

   a. Preview
      (1) Read and discuss the title and the headnote with the class. Ask for their interpretation of the first sentence. Ask, "Why is the word 'buy' in quotation marks?"
      (2) View and interpret the illustrations in terms of what clues each offers about the plot, the characters, the time, and place of the story.
      (3) Read and discuss the questions under "Many Conflicts," page 138, in terms of developing further clues related to the story.
      (4) Class responses may be written on the board.
   b. Vocabulary
      (1) Use whatever media are most convenient for the presentation of the vocabulary: dittoed list, the board, overhead projector. Help pupils with word-attack skills when necessary.
      (2) The words and phrases presented are taken from the context of the story with page numbers in parentheses. Pupils may scan the page for the word, read the sentence in which the word is found, and attempt to arrive at a meaning from the context.
      (3) Pupils may develop a reading-related vocabulary in their notebooks.
      (4) Vocabulary study
          reverse the charges, page 131
          pause at the other end, page 132
          porch was beginning to warp, page 132
          sometimes hedging a little, page 132
          tricks of the trade, page 132
          there was never any publicity, page 133
          a sallow face, page 133
          with the boy out of earshot, page 134
          smiled a glittering little smile, page 135
          perfect fever of anxiety, page 135
          a little one-tank town, page 136
          Billy clenched his hands, page 136

2. Read the story

   a. Pupils read the story silently.

b. The teacher may observe pupils as they read and offer any help that is needed.

3. Discuss the story

a. Review any words or phrases which may have troubled pupils during their silent reading.
b. Initiate a discussion of the story by referring to relevant responses given during the preview.
c. Continue discussion with the elements of the story:
   (1) Who is the story about? (Develop an understanding of the characters.)
   (2) Where did the story take place?
   (3) When did the story take place?
   (4) What is the story about? (Develop an understanding of the action.)
   (5) Why did the events occur as they did?

   Note: The preceding points may be included in the preview and pupils instructed to make written responses in preparation for oral discussion.
d. Make use of any of the questions under "Many Conflicts" which are appropriate to the level and interest of the class.

4. Follow up the story

a. The teacher may make use of the multiple-choice test found in Reading Tests, *Adventures for Today*.
b. The teacher may construct a test which will be more appropriate to the level of the class.
c. The teacher may develop any oral or written activities related to the story.

ADDENDA TO UNIT ACTIVITIES

1. Statistics indicate that it is the teen-ager who is supporting the record industry with his purchases of the 45-r.p.m. records. Most of his radio listening is devoted to the disc jockeys who play his "kind of music." The teacher can make very effective use of this interest in developing listening, speaking, and writing activities. He can encourage his pupils to bring the currently popular records to class and play them during a class period, allowing them to select the lyrics of a song with which they might like to work. He can write the actual words sung on the record on the board and discuss them with the class. The pupils must translate the "hip" language of the record into the more standard or preferred forms and rewrite the lyrics into more formal language. This may be used as an opportunity for pupils who wish to write in verse form, but paragraphs are equally acceptable. The idea that there are many ways for expressing one's thoughts should be emphasized. The pupil needs to learn when and how to express himself on different levels.

2. Communication with the "cool talking" pupils in the class is a problem. Let them use their own modes of expression as an initial way to establish rapport. It is important to begin where the pupils are and then to lead them into the more acceptable language of the large society they will soon join. *Play It Cool* by Frank Reissman and John Dawkins is a book about "hip" words. However, the class may not agree on what is "hip" and what is not "hip." Ask the pupils to help make a list of the currently "in" words. Have them write complete sentences using these words. Help them to rewrite these sentences into standard speech. Reverse the procedure by having them write the standard sentence into "hip" language. Try to lead them to realize that greater variety of expression is achieved through standard speech rather than through nonstandard speech.

3. The teacher may help the pupils move out of the classroom into the community with carefully planned field trips. Use Curriculum Bulletin, Volume I, Number 3, "The Field Trip: A Learning Resource." The bulletin contains suggestions for planning, procedure, and places to visit. Give special consideration to places within your particular community. Consider:

   a. The community library
   b. The community hospital
   c. The local police station
   d. The local fire station
   e. The local telephone exchange
   f. The local recreational center
   g. The local employment agency
   h. Specific stores of teen-age interest